

**LEADERSHIP DEVELOPMENT PROGRAM: A SURVEY ON PERCEIVED
PROGRAM SUCCESS, EMPLOYMENT SATISFACTION, AND INTENT TO STAY**

by

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Abstract

This research project focused on the measurement of the effect of an organization's leadership development program relating to employees' perceived improvement in job satisfaction and intent to stay. There are three core elements of the leadership development program: teamwork, commitment to the team and leadership. The literature review focused on research of the three core elements and why they are important in creating leaders and leadership within an organization.

The focus of the study was only in the Canadian Operations of the organization. The survey was designed to measure the relationship between the program's core elements and employees' job satisfaction and intent to stay. The majority of the results poorly supported the hypotheses due to the very small survey population. There were some promising results with positive correlations between intent to stay for ethical considerations of the program and a company that offers such training.

There are opportunities for the organization to use these results and develop a continual improvement process for the program to focus on, developing the connections between the core elements and how the program is initiated within the organization. There were several limitations such as small population size, the research questions themselves and focus on just the Canadian Operations.

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Glossary

LDP	Leadership Development Program
MBA	Master in Business Administration
REB	Research Ethics Board

Acknowledgement and Dedication

I dedicate this project paper to my husband, Dion Oake, who has been there every step of the way with me through the program. I am able to succeed at anything I put my mind to with his support, encouragement and humour.

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Finally, (certainly not the last or the least) the 2012-2014 MBA Cohort who were exceptional and talented individuals to work with over the past two years. I have struck friendships that will last me a lifetime. Congratulations to everyone!

"A king does not require service of those he leads but provides it to them... A king does not expend his substance to enslave men, but by his conduct and example makes them free." -

Steven Pressfield, Gates of Fire: An Epic Novel of the Battle of Thermopylae

Chapter 1

1.0 Introduction

1.1 Leadership Development Programs (LDP)

Many companies use LDPs as tools to develop skills, abilities and knowledge amongst employees. LDPs can be used by organizations to develop their employees in areas such as workplace empowerment, job satisfaction, low turnover rates, improvement in work attitudes and opportunities to learn and develop (Spence-Laschinger et al., 2001). Some organizations support formal training programs such as the Yale School of Management, where they focus on thinking and practice of hands-on experience in developing skills such as individual, interpersonal/team, organizational and global skill levels (Yale School of Management, 2013). The programs can be designed to develop strengths and to focus on the capabilities of an organization's work force, therefore leveraging the most out of individuals and gains in organizational performance and effectiveness (Pernick, 2001; Luthans, 2002). Horwitz (2011) explains that aligning organizational strategy with the LDP requires identification of important competencies based on the need for leadership skills required to get to future endeavours. The recognition that an organization's competitive advantage requires certain capabilities to function and out-perform their competitors can help determine

the type of LDP and the kinds of core elements and goals the program should strive toward (Altfeld, 2013).

1.2 Background: Hampton Lumber Mills Canadian Operations Leadership Development Program

Hampton Lumber Mills (the Company) is a privately owned lumber milling company based in Portland, Oregon, USA. The Company offers all its employees the opportunity to participate in an internally developed leadership development program (LDP). The LDP is based on core elements that are in line with the Company's core values of ethics, people, safety, candour, innovation and execution, which guide the conduct of the organization. The performance outputs of the LDP also allow management to identify potential opportunities for future leaders for the organization; being able to promote within the organization and selecting individuals that will strive towards the core values of the Company. Senior management is able to physically observe and determine who may have these capabilities and be part of the organization's succession planning. The Company has determined the importance of having an LDP for facilitating employees' skills development and has focused on three core program elements that remain throughout the ongoing LDP: teamwork, commitment to the team, and leadership. Participants complete assignments, challenges, and activities to promote collaboration, communication, and learning by doing. While the tasks, assignments, and team-focused components are challenging and time consuming, they have the potential to create a team that works synergistically, leading to increases in efficiency in the workplace. Task-oriented training programs are beneficial to the organization

(organizational commitment) and the employees who participate through social integration (Klein & Weaver, 2006; Bass & Bass, 2008; Tallman, 2012). For example, facing your fears is one aspect of the program. A participant would be required to complete an assignment that requires public speaking, which is one of the top fears people have to overcome (Pertaub et al. 2001). They are able to build skills and abilities while facing their fears in a relatively safe environment. Assignments involving hypothetical ethical and moral dilemmas push employees to examine the culture they would like to have in their organization. They are challenged with making those difficult decisions within the securities of the program so that when they are faced with similar situations in their lives, they are better prepared for dealing with them.

The LDP was developed by the Company's senior management and is based on the United States Marine Corps training program, which focuses on a transformative leadership process of the recruits. The messages and overall ethos embedded throughout the program are honour, courage, team cohesion, leadership, and commitment (United States Marine Corps, 1999). Although the LDP does not have the physical regiments and requirements of the Marines, there is a requirement for people to be fully engaged, participate and integrate the program into their current job requirements to get the most out of the experience. Part of the program is for groups of staff members to attend intermittent week long *Leadership Advances* where they do everything together, such as travel, cook, eat, and complete activities with varying degrees of difficulty. The term *Advance* is a military term used to convey the concept that we always advance and never retreat.

The Company operates several wood manufacturing and milling facilities throughout the Pacific Northwest of North America. It has over 1,400 employees throughout its facilities. Currently, the Company only has milling facilities in one location in Canada: Burns Lake, British Columbia. The LDP has been ongoing for approximately two years in the Company's Canadian Operations. So far, approximately 95% of the current salaried staff has participated in the program. The Canadian Operations' LDP participants do work closely with all the local participants of the program and occasionally intermingle with their United States counterparts when travel is necessary. Personal observations of the staff's performance levels, attitudes, personal interactions and team collaboration indicate an improvement in leadership skills, teamwork and commitment to co-workers. At this time, the program is attended by salaried staff members who volunteer their time and can choose to take on the task of self-improvement and leadership development, with the option to join or leave at any time.

1.3 Purpose of Research

The purpose of this research is to determine whether core elements of the LDP program lead to job satisfaction and intention to stay. The Company's LDP has never been quantitatively assessed to determine if the program is successful, partially successful or not successful at all. Job satisfaction and intention to stay were two areas of interest the author wanted to explore as a measurement of success and effectiveness of the LDP. This study will focus on the measurement of employees' attitudes and perceptions after the initiation of the LDP in the Canadian Operations and their job satisfaction and intent to stay. The scope

of this research survey is specifically within the Canadian Operations of the Company. The purpose of this research is to determine if there are correlations between the organization's LDP and its impacts on job satisfaction, intent to stay and general perception of the LDP. Is this program creating a positive and productive work environment for employees to thrive in? Is the LDP program worth the time and effort participants and management put into it? By identifying the positive and inconclusive areas of the program, further work can be done to improve the program's structure, components, assignments and its implementation to meet the core elements.

The working environment in the Canadian Operations before the LDP was initiated was semi-autonomous from the affiliate company and within the organization operated in distinct silos: the mill/production environment; the administrative environment and; the woodlands environment. Each silo was responsible for relatively different areas of the business and staff typically focused within their area of responsibility. However, the need to community between the silos is extremely important to an effective and efficient business and the LDP was introduced to help facilitate stronger coordination and communication between the silos. Using the analogy of the "right hand did not know what the left hand was doing" describes the environments. This type of work behaviour and environment can create barriers to an effective and more efficient organization.

"Leadership is in the eyes of other people; it is they who proclaim you as a leader." - Carrie Gilstrap, Hewlett-Packard

Chapter 2

2.0 Literature Review

Chapter 2 is the literature review of past research of factors that play an important role in the Company's LDP. Leadership, commitment to co-workers and teamwork, job satisfaction, ethics and trust are reviewed to appreciate the potential effects of an efficiently implemented LDP.

2.1 Leadership

Leadership is a difficult word to define as it has various connotations such as motivation, power, prestige and superiority. When thinking about leadership, we often envision a manager, supervisor, president or an army commander; someone that is in charge or superior to another. However, do these types of individuals truly make a leader? If we look further into leadership, they are the influencers, the ones who are able to motivate, cultivate and stimulate the people around them. They do not necessarily have to be a person in power. Some of the world's largest global companies see the necessity for leadership programs. For example, Walmart's Leadership Academy has an air of military presence that supports and promotes thinking about leadership two ranks above a staff member's current employment level; Walmart knew it lacked the leadership it needed in order to grow as an

organization (Kranz, 2013). Large companies looking for sustainable growth opportunities understand their organization is only as good as the people who help run it.

There are key contrasts between leadership styles that need to be considered. Transformational leaders are dynamic individuals who lead by example, focus on the “big picture”, inspire change and look for long term goals for the organization (Bass, 1990; Bass & Bass, 2008; Tallman, 2012). The transactional leaders are exactly what the term states, “transactional”. They focus on the micromanagement of their employees and favour a reward system and passive problem solving methods dealing with employees (Bass, 1990; Bass & Bass, 2008; Tallman, 2012). Programs that help develop transformational leaders versus transactional leaders play a fundamental role in influencing organizational commitment (Bass, 1990; Clinebell et al., 2013). Vries et al., (2009) best described transformational leadership as being “distinguished from transactional leadership: Whereas transactional leaders focus on exchange relationships with their followers in order to advance their own interests (e.g., wages, prestige), transformational leaders motivate their followers to exceed performance expectations by transforming their attitudes, beliefs and behaviours. The organization’s leaders are there to convey the company’s goals to their employees and inspire them to implement the goals at an ideal high level of performance”. Training and development programs should be preceded by a needs assessment or needs analysis to determine what components of the program are truly necessary (Arthur et al., 2003). Performance is a by-product of good leadership skills supported by an organization’s development and training programs. A transformational leadership program properly pre-

assessed and starting relatively early in an employee's tenure at an organization could be the answer to the glass ceiling of organizational performance.

A company's comprehensive leadership program can develop transformational leaders who will set the tone for the work environment and ultimately the culture of the organization. A leader's communication behaviours can have an impact on their subordinates' intent to stay (Mayfield & Mayfield, 2007). Organizations typically put their employees through a "one-shot" training program to give them job and managerial skills, but if they cannot execute the skills, the efforts of training are futile. The one time training program tends to be a remnant of the traditional education system, where a topic is covered once and participants are expected to know and retain the information for an extended period of time. The mere investment in skills development is not enough to keep employees in the traditional long-term career positions and commitment to a single organization for 30 years. A continual and consistent program integrated into the employees' work lives is important to retain staff. Employees are now looking for how they are valued in the organization and how their skills are used to their highest potential by a leader instead of a manager (Flowers & Hughes, 1973; Tallman, 2012). If employees believe the company is looking out for them, they are more likely to be happier, therefore more productive in the workplace. Investment in a firm's employees creates re-investment by those employees through performance (Spence-Laschinger et al., 2001; Pernick, 2001; Luthans, 2002).

What makes a business run and be efficient is the level of human capital and how well management has the ability to enable them to perform. An organization's human capital

is the key factor of a successful business that can be built with workplace training (Brown et al., 2011). Formal on-the-job training supports the positive effects on employees with lower tenure in an organization (Wholey, 1990). As tenure increases, the likelihood of effective training programs decreases and there are negative effects towards commitment and turnover (Taylor et al., 1996). Employees with the most years of service tend to see their tenure as job stability, which comes from expertise gained over time; longer tenure gives them creative freedom to do what is necessary to conduct their jobs (Kokemuller, 2014). However, any training throughout an employee's tenure can have a higher pay back to the firm over time if the training is implemented for the right reasons (Brown & Reich, 1997). Trained employees are familiar with company policies and procedures. New employees on the other hand will take time to learn those policies and procedures and may have a negative value to the organization for a period of time. The return on investment can be through employee retention (low turnover levels), staff morale, effective communications, company culture development, practice efficiency and job competency (Gesme et al., 2010). Companies must realize there is a value to cost of an employee when it comes to intent to stay through employee retention. The learning and training curve of an employee improves over time to a point where they are adding value to the organization (Figure 1).

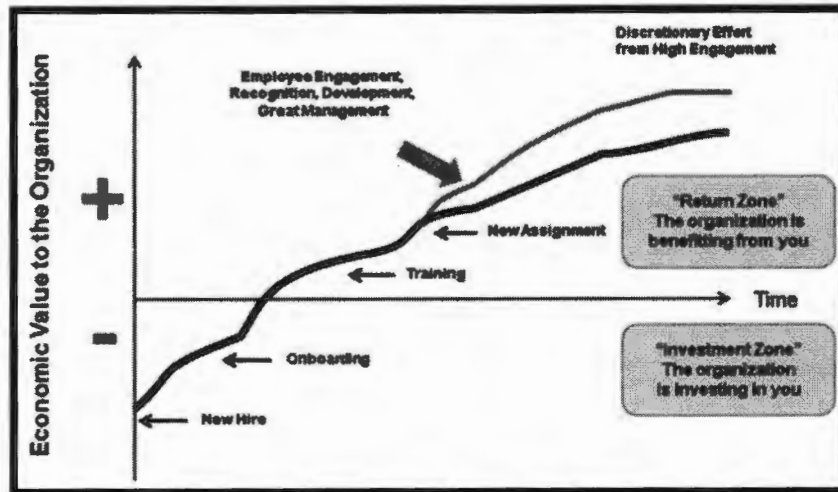
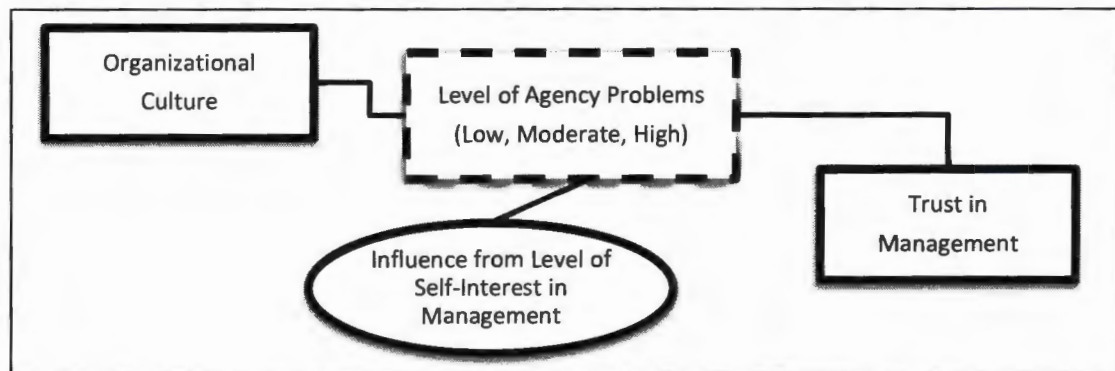


Figure 1 - Economic Value of an Employee to the Organization over Time (Bersin, 2013)

The literature supports experiential learning through a transformational leadership development program as an effective tool in promoting desired leadership qualities through team skills that build positive workplace attitudes (Branda, 1990; Peterson, 2004; Brown et al., 2011). Learning by doing is an essential component of the program. Human beings retain much more knowledge and become more aware of their behaviours if the experience is something they can relate to from past experiences (Kolb, 1984; Kolb et al., 1999).

Agency theory helps explain the disconnection between upper management and the frontline staff. Eisenhardt (1989) explains agency theory as the risk that one party takes over another party in a relationship. For example, in an organization there is the manager (the principal) and the employee or worker (the agent). The manager must meet production targets to receive a potential bonus and will sacrifice the employee's well-being in favour of their own self-interests. The manager will risk the employee's reputation by pushing those

production targets onto the worker. The effects of the manager's self-interest will negatively affect the employee's morale, or, in the worst case scenario, the employee leaves the organization. This will not benefit the manager, the worker or the organization in the end. "What is good for the manager is not always good for the company... self-interest should come last" (Useem, 2010). Muratbekova-Touron (2009) explains that organizational culture is dependent on the level of principle problem within the organization. Senior managers must be able to recognize the gap between frontline managers and supervisors and work towards bridging that gap. Managers that show their commitment to the people in the organization and value their inputs in the management of the business create a trustful work environment (Muratbekova-Touron, 2009). In order to gain trust, a manager needs to remove their self-interest from their interactions with co-workers and consequently become a trustworthy agent (Figure 2). By becoming a trustworthy agent, there is an increase in employee satisfaction, hence in job satisfaction. Chen et al. (2006) job satisfaction model which shows that employee satisfaction is influenced by job satisfaction, communication, training and career development; all these are held together by the organization's environment and trust in management. Ultimately, employee satisfaction is the result of higher levels of trust in the workplace generated and maintained through management with low levels of self-interests.



Leaders can gain employees' trust through meaningful engagement and inclusion of their staff through open communication and involvement in team problem-solving environments. Effective engagement of employees starts with the organization's leadership and these leaders should be guiding the innovative problem solving (Thompson, 2012). Leading people means your employees must be willing to follow your examples and leaders must be able to consistently show through their actions what their expectations are from their employees. Kouzes and Posner (2012) explain with their research that credibility and trust is the foundation of leadership and how the following phrases are usually used to identify credibility:

- “They do what they say they will do.”

In order to gain and maintain credibility, Kouzes and Posner (2009) identified five practices that exemplify leadership (Table 1).

Table 1 – Five Practices of Leadership (Kouzes & Posner, 2009)

Practice	Description
Modelling the way	Initially involves leaders developing self-awareness and examining and recognising their personal and professional values. Once these ideals are clarified, they can express their vision by synchronising their behaviours with these values.
Inspiring a shared vision	Entails envisioning improvements and possibilities; then enlisting the team to share and participate in the aspirations.
Challenging the process	Requires leaders to search for opportunities, take the initiative, and experiment with new ideas and alternative systems.
Enabling others to act	Includes fostering collaboration, interaction and trust. The resulting ‘enable environment’ promotes choice, accountability and power sharing.
Encouraging the heart	Means that others’ contributions are recognized, appreciated and celebrated to develop community spirit and common goals.

2.1.1 Military Leadership

To fully understand leadership development programs we must examine the lessons from military leadership, as they have tangible aspects to consider in developing leadership programs for organizations. Military lessons continue to be applicable in business and organizations. Useem (2010) outlines four adaptive leadership lessons that have been transferred to principles for the MBA and executive MBA programs at the University of Pennsylvania’s Wharton School in Philadelphia. The program focused on integrating the

following four lessons through interactions with the United States Marine Corps organization:

- 1) Creating a personal link is crucial to leading people through challenging times;
- 2) Making good and timely calls is the crux of responsibility in a leadership position;
- 3) Establish a common purpose, buttress those who will help you achieve it, and eschew personal gain and;
- 4) Make the objectives clear, but avoid micromanaging those who will execute on them.

The guiding principles for transformational leadership of the United States Army examined by Peterson (2012) are to “know yourself and seek self-improvement; know your soldiers and look out for their welfare and; ensure the task is understood, supervised, and accomplished”. Eden et al. (2002) were able to examine followers’ development and performance as impacted by transformational leadership training. Their research shows there is a positive correlation of followers’ performance because of their leaders. The relationship between leadership skills and the military style training programs correlate with some level of success of their leaders. The level of success can only be determined and measured against each organization’s vision, mission and goal setting. When there is clear direction set for the programs, employees better understand the purpose of the LDPs and are more willing to commit to the process.

2.2 Commitment to Co-workers and Teamwork

The ability of individuals to perform in an organization is based on their relationship with their co-workers. If people like and trust the people around them, they are more likely to work better with them, resulting in a stronger commitment to the organization. Organizational commitment is defined by Modway et al. (1979) as “the relative strength of an individual’s identification with and involvement in a particular organization.” There is a positive correlation between transformational leadership and organizational commitment (Clinebell et al., 2013). Commitment to the organization can be further defined as an employee’s commitment to their co-workers. “Co-worker commitment refers to the likelihood that the worker feels psychologically attached to his/her colleagues. Many authors assume that employee commitment towards the organization ultimately contributes to company performance” (Torka & Schyns, 2010). One can infer from the research stated above that if employees are committed to their co-workers, then they are ultimately committed to the organization. A study by Foon et al. (2010) found that organizational commitment negatively related to levels of job stress, positively related to job satisfaction and negatively related to turnover intention. If employees find a meaningful workplace by committing to others and that others depend on them, they are more likely to increase organizational commitment and job performance.

Peer relationship research indicates there are certain environmental factors and functions that play key roles in functional and productive work teams with the knowledge, skills and abilities (KSAs) to perform activities and tasks. Peer relationship functions which

form as a base for teamwork are based on factors such as mentoring, information exchange, power, control, influence, workplace friendships and social support (Sias, 2008; Lee & Ok, 2011). Baker et al. (2006) outlines characteristics of an effective team with the KSAs of: team leadership (clear common purpose); backup behaviour (compensate for each other); mutual performance monitoring (members understand each others' roles and how they fit together); communication; adaptability (reallocate functions); shared mental models (coordinate without over communication); mutual trust and team orientation (trust the intentions of team members). Tallman (2012) explains certain process factors (e.g. roles, cohesion, trust) are critical to the performance of a team. The process factors are important to continue to work towards increased performance of teams and teamwork; the biggest factor being trust. When process factors are combined with peer relationship functions it can be directly linked to how teams perform.

2.3 Job Satisfaction

Job satisfaction is one area where a strong leadership development program can improve work-life performance and mitigates stress on an organization's employees (Arvey et al., 1989; Appleton et al., 1998). "Job satisfaction has been found to significantly influence job performance, absenteeism, turnover, and psychological distress" (Chen et al., 2006). Why employees stay or leave can be based on a number of reasons such as lack of motivation, lack of management, work environment or reasons unrelated to work; however, it does matter if employees stay or leave due to environment versus job satisfaction (Flowers & Hughes, 1973). If an employee "has to" stay versus if they "want to" stay makes a

difference in how an organization can improve employee retention. Job satisfaction research shows that it takes more than just salary and a secure job to maintain a higher level of performance in an organization. Flowers and Hughes (1973) breaks down the external and internal environments, which lead to factors of job satisfaction. “Employee job satisfaction is correlated with received salaries, benefits, recognition, promotion, co-workers and management support, working conditions, type of work, job security, leadership style of managers, and demographic characteristics such as gender, marital status, educational level, age, work tenure” (Mosadeghrad & Ferdosi, 2013). Elements such as skilled co-workers, training programs, consistency in the day-to-day business and strong communication skills can lead to a general increase in job satisfaction (Thompson, 2012). So the question is, who stays and why? Schultz (1971) explains that the investment in the organization’s human capital enlightens employees to invest in themselves. Ultimately, knowledge and skill have value in self-improvement and is the motivation for participating in organizational training programs. This research indicates that a combination of work environmental factors leads to job satisfaction.

2.3.1 Ethics

It is important to establish why ethical business practices are critical to a successful organization. Encouraging and conducting ethical business practices can be a powerful tool for a transformational organization in job satisfaction and intent to stay (Toor & Ofori, 2009; Valentine et al., 2011). The 2008 financial crisis raised questions of the corporations’ potentially unethical behaviours, which had created the crisis in the first place. The lack of leadership qualities in the large lending organizations really showed the world there are

major flaws in our leaders of today. The ability of employees to trust their employers because of their ethical behaviour is as important as the employees being empowered to facilitate the ethical behaviours (Cristina & Alina, 2009; Cavanagh, 2010; Unknown, 2013). An organization's ethical practices positively reinforce the desired behaviours from employees, therefore maximizing performance in the workplace through job satisfaction, co-worker commitment and teamwork (Valentine et al., 2011).

2.3.2 Trust

This survey in this study was conducted on a company in the forest industry; therefore, it is important to clarify why trust plays an important part in the success of this company. British Columbia's lumber industry has been on unstable ground for several years. With the collapse of the United States' housing market and the 2008 recession, the industry has been going through some drastic changes. Milling facilities were forced to restructure and/or close down, and future prospects for housing in the United States are recovering relatively slowly. Members of the labour markets do not trust the industry and are looking for jobs in more stable and better compensated industries within the natural resources sector (e.g. mining, oil and gas). The companies left standing after the recession are struggling to attract skilled trades and labour. Gaining and maintaining organizational trust is vitally important for existing companies. If companies do not have a trustful reputation in the workplace, potential employees will not choose to work in these organizations.

2.4 Literature Summary

Employees look to their leaders and managers to support and enhance their work life in order to achieve a higher performance. Leadership, co-worker commitment, and job satisfaction are all tied together by trust in the organization, the employees and their leaders (Tan & Lim, 2009). The Mosadeghrad & Ferdosi (2013) study concluded the “crucial role of leadership in employees’ job satisfaction and commitment”. The Interaction Associates and Human Capital Institute (2013) define trust as “the willingness to put oneself at risk based on another individual’s actions”. Ultimately, an organization’s leaders and their leadership skills will set the standards for whether their workforce will be committed to the company. The Interaction Associates and Human Capital Institute (2013) outlined five leadership actions that build trust: 1) Set employees up for success by providing tools, resources, and learning opportunities; 2) Provide adequate information around decisions; 3) Seek input prior to making decisions; 4) Consistently act in alignment with the company’s values and; 5) Give employees an inspiring, shared purpose to work towards. Kelloway et al. (2012) shows that trust in organizational leaders has a positive correlation with employee well-being. Ultimately, employee satisfaction and intention to stay is increased because of increased trust in their organization’s leaders.

2.5 Hypotheses Development

Sufficient research has been completed on the subjects of leadership, co-worker commitment and job satisfaction. Based on the research and literature review in this paper,

the following hypotheses were formulated to test the results of the survey administered to the Company's employees.

Hypothesis 1 (H_1)

There is a positive correlation between the leadership development program's core elements (leadership, teamwork and commitment to co-workers) and job satisfaction.

Hypothesis 2 (H_2)

There is a positive correlation between the leadership development program's core elements (leadership, teamwork and commitment to co-workers) and intent to stay.

Hypothesis 3 (H_3)

There is a positive relationship between co-worker commitment and job satisfaction.

Hypothesis 4 (H_4)

There is a negative correlation between longer years of service at the organization and the leadership development program core elements.

Hypothesis 5 (H_5)

There is a positive correlation between co-worker commitment and intent to stay.

“‘Failing forward’ is the ability to get back up after you’ve been knocked down, learn from your mistake, and move forward in a better direction.” – John Maxwell

Chapter 3

3.0 Methodology

Figure 3 below is the model used to develop, test and analyze the results.

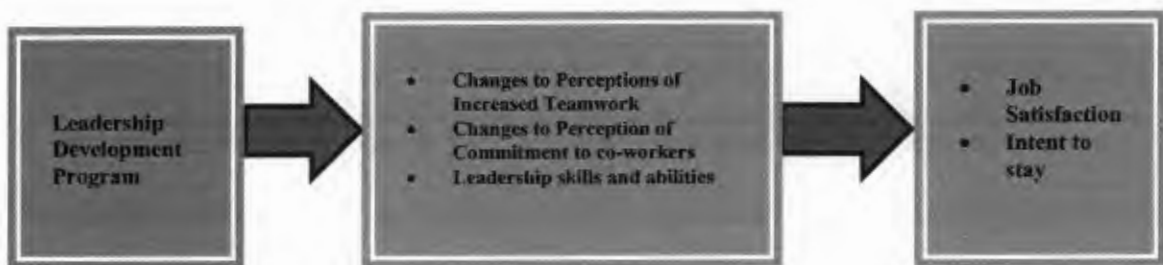


Figure 3 – Survey Model

3.1 Data Source

All salaried staff members in the Canadian Operations were included in the survey population. The Company’s LDP has never been quantitatively measured to determine whether there is value to the program. This study focuses on the measurement of employees’ attitudes and perceptions after the initiation of the LDP in the Canadian Operations and their job satisfaction and intent to stay. While not every single individual in the Company participates in the program, the majority of the staff were dedicated to the program at the time of this survey.

3.2 Methods

A quantitative questionnaire was developed by the author to survey the current salaried employees of the Canadian Division of Hampton Lumber Mills. Voluntary qualitative statements about the LDP were also collected. Participation in the research survey was voluntary. Individuals had the right to refuse the survey or to change their minds at any time during the survey process and withdraw without submitting their full results.

Elements in the survey were measured using a 5 point Likert type scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The questions were originally designed to determine the relationship between the LDP and job satisfaction and intent to stay. By asking a set of perception questions for each of the LDP's elements of teamwork, team commitment and leadership, the questionnaire results would determine whether the job satisfaction and intent to stay hypotheses are supported. After the survey was completed, other variables such as ethics and tenure (years at the organization) were seen as significant relationships as well.

3.3 Questionnaire Development

Questions were developed by the author and from tested questionnaire sources to meet the intent of the survey model sections (Figure 5). The survey contained five sections (general, core elements of the LDP, job satisfaction, intent to stay and other comments) with a total of 42 questions. The questions in section 2, 3 and 4 were mixed so participants were not able to determine which questions came from which particular section of the survey or

how it related to each core element of the LDP. See appendix 1 and 2 for the consent letter and questionnaire.

Section 2 of the questionnaire was adapted from several sources on leadership, teamwork and commitment to co-workers (Weiss et al., 1967; Arvey et al., 1989; Harter et al., 2002; Chen et al., 2006; Stevens, 1998 & 2007; Foon et al., 2010).

Section 3 was comprised of a set of 20 questions from Weiss et al. (1967), the *Manual for the Minnesota Satisfaction Questionnaire*; this paper outlines a detailed job satisfaction questionnaire and research, which provided the selection of questions from various scales for section 3 on the scales of job satisfaction. Weiss et al. (1967) grouped questions to form several variables to analyze because they were similar in nature. The variables are co-workers, recognition, responsibility, security, supervision (human relations), supervision (technical and general satisfaction) (Appendix 3). The questions for this survey's section 3 were mixed so participants were not able to determine which questions related to each core element of the LDP.

Section 4 was developed to measure employees' perceived view on their intentions to stay with the organization. This section allows the researcher to measure the effects of the LDP on the satisfaction that is created in the job and work environment. The developed set of questions would be able to quantitatively measure a participant's personal feelings and perceptions about their jobs. Much like section 3, the questions were mixed.

Section 5 of the survey allowed the participants to make any final comments about the LDP. This qualitative summary question is standard in most questionnaires (Weiss et al., 1967; Arvey et al., 1989; Harter et al., 2002; Chen et al., 2006; Stevens, 1998 & 2007; Foon et al., 2010).

3.4 Ethical Considerations and Safeguards

The questionnaire was submitted to UNBC's Research Ethics Board (REB) before any survey was distributed to the participants. Approval from the REB was required because there were human subjects involved in this research project. The REB ensures there is no compromising conduct according to the law and possible risks (e.g. physical, psychological, and social) are managed or minimized. No revisions were required to the actual set of questions developed for the survey. The survey was approved by the REB for a period of 12 months.

Due to the small survey population size, data was collected anonymously. Only four variables of demographic information were collected and only the pertinent variables were used to analyze the data. The four variables are age, gender, years at organization and education level; only years at organization was used in the final analysis matrix. The questionnaire did not require the participant to provide any personal information (i.e. Name, job position) which could lead to psychological risks, social risks or legal risks. Participants were made aware through the information sheet attached to the questionnaire that all their responses were confidential and would remain anonymous. The data was stored on the researcher's personal computer for analysis and deleted after the project was completed. An

electronic copy of the data will remain with the project supervisor for up to 12 months on the university hard drive and then permanently deleted. There were no reasonable foreseen or anticipated physical risks in completing the questionnaire.

3.5 Procedures

The questionnaire was administered digitally using the University of Northern British Columbia's approved LimeSurvey® program. This approved survey program stores the data within Canada so there are no cross-border legal issues. Participants were made aware of any potential risk or concerns through the information sheet included with the questionnaire. The consent form and a link to the survey were sent out to all salaried employees in the Canadian Division of the Company through their work emails. Work email used to distribute the survey was approved by the Company. The participants were given five weeks to complete the voluntary survey. No recruitment materials such as posters or media advertisements were used during the process. No incentives such as draws for prizes were used to encourage participation. The question results were collected on the LimeSurvey® site and exported to the researcher's personal computer and sent to the project supervisor.

3.6 Data Analysis

A total of 23 questionnaires were completed out of the potential 31 participants; 19 were full responses and 4 were partial responses. The survey data results were exported from LimeSurvey® and sent to the MBA project supervisor to conduct the data integrity test and statistical analysis.

Where it was possible, the questions answered in a similar pattern were grouped together to form one new variable. A factor analysis was completed for section 3 questions to reduce the total number of variables into a workable set. The variables in section 3 of the questionnaire were combined into four categories and used as one variable in the correlation table. First, a Cronbach Alpha Reliability analysis measured the internal consistency of the related set of questions, indicated the combined variable components and the factor loadings. Higher numbers indicate that a particular variable fits in a column and lower numbers indicate that it does not load on those factors. The higher the value of the Cronbach Alpha, the stronger is the coefficient of reliability. Values above 0.7 are considered good as a combined variable (Table 2). Factor loading for the combined questions formed the new variables (Table 3).

Table 2 - Questionnaire Section 3: Factor Analysis

Questionnaire Section 3: Rotated Component Matrix ^a					
		Component			
		1	2	3	4
Improved Job Security	Work Alone	0.81			0.416
	Routine	0.789	0.148	0.181	
	Active	0.772	0.223	0.128	
	Steady Employment	0.67		0.55	
	Secure Future	0.601	0.168	-0.121	
	Supervisor Back Up	0.555		0.277	0.429
Improved Recognition	Supervisor Understanding		0.885	0.107	
	Work Recognition	-0.184	0.862	0.364	
	Management Treatment	0.288	0.684	0.198	0.352
	Good Job Noticed	0.351	0.653	-0.391	0.179
	Supervisor Technical Knowledge	0.463	0.646	-0.116	
Improved Responsibility	Do Different Things	-0.119		0.815	0.26
	Responsible Others	0.407	0.133	0.664	0.268
	Security			0.636	0.182
	Responsible Own	0.529		0.629	-0.101
Improved Co-Workers Relationships	Cooperation		0.113		0.923
	Friendliness		0.243	0.288	0.842
	Develop Friendship			0.453	0.714
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. ^a					
a. Rotation converged in 8 iterations.					

Table 3 – Questionnaire Section 3: Combined Variables Factor Analysis

Component Transformation Matrix				
Component	1	2	3	4
Improved Job Security	0.632	0.452	0.468	0.421
Improved Recognition	-0.647	-0.125	0.462	0.593
Improved Responsibility	-0.342	0.808	-0.456	0.153
Improved Co-Workers Relationships	-0.254	0.358	0.6	-0.669
Extraction Method: Principal Component Analysis.				
Rotation Method: Varimax with Kaiser Normalization.				

Second, a correlation analysis was completed, which indicated the strength of the linear relationship between two variables. Pearson Correlation (PC) was used to determine the significance and strength of the relationship between the variables. The correlation value r is used between -1 and 1. An $r = 0$ value means there is no association. The smaller significance (2-tailed) indicated a low probability of an error in the relationship. Therefore, any pair of variables with PC significance value between 0 and 0.100 was considered significant in the results for the survey due to the small number of participants.

A factor analysis was not completed on the variables in section 2 and 4; therefore, these sections of the questionnaire were evaluated separately against the four factor analyzed variables in section 3 and the three variables in section 4. The individual variables fall within the leadership elements, demographic information and intent to stay variables (i.e. ethical and belong). Each variable refers to a question in the survey (Table 4 and Table 5).

The participants' perceived feelings on tenure, ethical organization to work for, and strong sense of belonging to the organization were correlated as separate variables.

When analysing the data for hypothesis 4, years of service results are combined so there was even distribution for the mean and standard deviation of the variable (Appendix 2). The survey split years of service in the following categories: Less than 1 year; 1-5; 6-10; 11-20; 21-30 and; 31 plus. The first 3 categories were combined to create 10 year increments for the results data. This data is the variable "tenure" correlated against the rest of the variables in analysis. The combining of categories explain why the mean for tenure is 1.68 and standard deviation is 0.94 (Table 6). This means there is actually a higher number of higher tenured participants in the organization.

Table 4 - Survey Questions versus Variables (Part 1)

Questionnaire Section	Survey Question	Variable
Section 1 General	Years at the organization	tenure
Questions from section 4 that could not be a combined variable	I feel this is an ethical organization to work for.	ethical
	I feel a strong sense of belonging to my organization.	belong
Section 4 Intent to Stay	Intent to Stay with the organization 3 Questions - remain in the north; I intent to stay in my current job.	Remain
Section 3 relating to job satisfaction	Improved Job Security	ImpJobSec
	Improved Job Recognition	ImpRecog
	Improved Responsibility	ImpRespon
	Improved Co-worker relationship	ImpCoworkers

Table 5 - Survey Questions versus Variables (Part 2)

Questionnaire Section	Survey Question	Variable
2.1 Leadership	I feel better equipped to deal with unexpected work situations	unexsit
	I feel better equipped to deal with unanticipated work situations	unantiss
	I feel I can successfully lead a group of my co-workers in a project	succlead
	I look for ways to make things better for the people I lead.	ways
2.2 Team Work	I rely on my relationships with others rather than the organization to get things done.	others
	I would feel guilty if I was to let a team member down.	guilty
	I find it rewarding when I can help a team member solve a problem.	solvepro
	I feel comfortable working in a team environment.	teamenvi
2.3 Commitment to Co-Workers	I am able to understand my co-workers better when we are in a team environment.	undcowkr
	I find great personal satisfaction in helping other people become more successful.	persatis
	I feel a connection with my co-workers.	connect
	I feel very little loyalty to my co-workers.	LoyaltyR

“You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You must do the thing you think you cannot do.” - Eleanor Roosevelt

Chapter 4

4.0 Data and Results

Section 1 of the survey collected basic participant information such as age, gender, years at organization and education level. Section 2 of the survey focuses on the core elements of the leadership program, asking the participants to state how they feel about the aspect of their job described in the statement (1-Strongly Disagree to 5-Strongly Agree). Section 3 of the survey asked participants to indicate if they experienced a significant improvement in job satisfaction at the organization based on personal feelings and perception of the change because of the LDP. Section 4 focused on the intent to stay determined by the participants' personal feelings about their job. Section 5 asked for qualitative comments from the survey participants. The variables in correlation tables in this chapter looked at 2-tailed significance between 0 and 0.100. Considerations need to be given to the fact that there was a small population sampled. All the survey comments are compiled and discussed in this chapter as well. Additionally, other interesting variable correlations and results are discussed in this section.

4.1 Correlation Tables

Table 6 represents the standard deviation and mean for the 20 variables and factors in the completed correlation tables.

Table 6 - Standard Deviation and Mean of Variables

	N	Mean	Std. Deviation
tenure	19	1.6842	.94591
unexsit	19	3.6842	.47757
unantiss	19	3.6316	.68399
succlead	19	4.0526	.62126
ways	19	4.2632	.56195
others	19	3.7368	.65338
guilty	19	4.3158	.58239
solvepro	19	4.2632	.56195
teamenvi	19	4.4211	.50726
undcowkr	19	4.2632	.73349
persatis	19	4.2632	.56195
connect	19	4.1053	.56713
LoyaltyR	19	4.5789	.50726
ethical	19	4.4211	.50726
belong	18	4.2222	.54832
Remain	18	24.8333	2.87484
ImpJobSec	18	20.7778	2.48657
ImpRecog	18	17.6111	2.63771
ImpRespon	19	14.0000	1.79505
ImpCoworkers	19	11.5789	1.92399

A complete correlation table for all survey variables and their relationships was developed from the statistical analysis. The “Questionnaire Section” column indicated where each group of variables came from in the survey. The variables are listed in the “variable” column and the names denote the question asked in the survey. For example, looking at the variable “unexsit”, it refers to the question next to the box, “I feel better equipped to deal with unexpected work situations”. These same variables are in the rows across the top of the table and are the same relations to the column of variables. The grey highlighted cells represent any significant relationship between the two variables that cross-section that particular cell (Table 7 and Table 8). Any other clear cross-section indicates there was no relationship between the two variables.

Table 7 – Complete Question Correlation Matrix (Part 1)

Correlations											
							Intent to Stay	Job Satisfaction			
Questionnaire Section	Survey Question	Variable		tenure	ethical	belong	Remain	ImpJobSec	ImpRecog	ImpRespon	ImpCoworkers
Section 1 General	Years at the organization	tenure	Pearson Correlation	1	.124	-.171	.046	.141	-.045	.065	-.199
			Sig. (2-tailed)		.623	.485	.855	.578	.858	.790	.414
			N	19	18	19	18	18	18	19	19
Questions from section 4 that could not be a combined variable	I feel this is an ethical organization to work for.	ethical	Pearson Correlation	.124	1	.466	.585	.097	.676	.027	.096
			Sig. (2-tailed)	.623		.051	.011	.710	.003	.916	.703
			N	18	18	18	18	17	17	18	18
	I feel a strong sense of belonging to my organization.	belong	Pearson Correlation	-.171	.466	1	.494	.073	.165	.183	.249
			Sig. (2-tailed)	.485	.051		.037	.772	.512	.453	.305
			N	19	18	19	18	18	18	19	19
Section 4 Intent to Stay	Intent to Stay with the organization 3 Questions - remain in the north; I intent to stay in my current job.	Remain	Pearson Correlation	.046	.585	.494	1	.124	.234	.100	.348
			Sig. (2-tailed)	.855	.011	.037		.636	.366	.694	.156
			N	18	18	18	18	17	17	18	18
Section 3 relating to job satisfaction	Improved Job Security	ImpJobSec	Pearson Correlation	.141	.097	.073	.124	1	.382	.538	.278
			Sig. (2-tailed)	.578	.710	.772	.636		.130	.021	.264
			N	18	17	18	17	18	17	18	18
	Improved Job Recognition	ImpRecog	Pearson Correlation	-.045	.676	.165	.234	.382	1	.312	.344
			Sig. (2-tailed)	.858	.003	.512	.366	.130		.208	.162
			N	18	17	18	17	17	18	18	18
	Improved Responsibility	ImpRespon	Pearson Correlation	.065	.027	.183	.100	.538	.312	1	.466
			Sig. (2-tailed)	.790	.916	.453	.694	.021	.208		.044
			N	19	18	19	18	18	18	19	19
	Improved Co-worker relationship	ImpCoworkers	Pearson Correlation	-.199	.096	.249	.348	.278	.344	.466	1
			Sig. (2-tailed)	.414	.703	.305	.156	.264	.162	.044	
			N	19	18	19	18	18	18	19	19
2.1 Leadership	I feel better equipped to deal with unexpected work situations	unexsit	Pearson Correlation	.505	-.369	-.338	-.211	.325	-.107	.454	.150
			Sig. (2-tailed)	.027	.132	.157	.401	.188	.672	.051	.541
			N	19	18	19	18	18	18	19	19
	I feel better equipped to deal with unanticipated work situations	unantiss	Pearson Correlation	.240	-.068	.152	-.122	-.426	-.330	.271	-.124
			Sig. (2-tailed)	.323	.788	.535	.629	.078	.181	.261	.612
			N	19	18	19	18	18	18	19	19
	I feel I can successfully lead a group of my co-workers in a project	succlead	Pearson Correlation	-.632	-.205	.278	.005	-.266	-.488	.100	-.027
			Sig. (2-tailed)	.004	.414	.249	.983	.286	.040	.685	.913
			N	19	18	19	18	18	18	19	19
I look for ways to make things better for the people I lead.	ways	Pearson Correlation	-.044	.539	.369	.172	-.307	.192	-.165	-.149	
		Sig. (2-tailed)	.858	.021	.120	.495	.216	.445	.499	.543	
		N	19	18	19	18	18	18	19	19	
2.2 Team Work	I rely on my relationships with others rather than the organization to get things done.	others	Pearson Correlation	-.052	-.184	.185	-.084	-.393	-.261	-.379	.305
			Sig. (2-tailed)	.832	.464	.448	.739	.107	.296	.110	.205
			N	19	18	19	18	18	18	19	19
	I would feel guilty if I was to let a team member down.	guilty	Pearson Correlation	-.111	.482	.465	.517	.005	.200	-.213	.274
			Sig. (2-tailed)	.650	.043	.045	.028	.986	.426	.382	.256
			N	19	18	19	18	18	18	19	19
	I find it rewarding when I can help a team member solve a problem.	solvepro	Pearson Correlation	-.149	.539	.174	.065	-.221	.337	-.606	-.252
			Sig. (2-tailed)	.544	.021	.475	.797	.379	.171	.006	.299
N			19	18	19	18	18	18	19	19	
I feel comfortable working in a team environment.	teamenvi	Pearson Correlation	.081	.256	.568	.213	-.162	-.235	.122	-.093	
		Sig. (2-tailed)	.804	.304	.011	.395	.520	.349	.619	.705	
		N	19	18	19	18	18	18	19	19	
2.3 Commitment to Co-Workers	I am able to understand my co-workers better when we are in a team environment.	undcowkr	Pearson Correlation	-.514	.127	.283	.349	-.185	-.166	.042	.477
			Sig. (2-tailed)	.024	.616	.241	.155	.462	.511	.864	.039
			N	19	18	19	18	18	18	19	19
	I find great personal satisfaction in helping other people become more successful.	persatis	Pearson Correlation	.165	.539	.369	.243	-.264	-.002	-.330	-.406
			Sig. (2-tailed)	.500	.021	.120	.330	.290	.993	.167	.085
			N	19	18	19	18	18	18	19	19
	I feel a connection with my co-workers.	connect	Pearson Correlation	-.660	-.082	.030	.117	-.428	-.108	-.055	.094
			Sig. (2-tailed)	.002	.747	.901	.644	.076	.670	.824	.703
			N	19	18	19	18	18	18	19	19
I feel very little loyalty to my co-workers.	LoyaltyR	Pearson Correlation	-.061	-.047	-.136	-.013	-.451	-.354	0.000	.036	
		Sig. (2-tailed)	.804	.854	.578	.958	.061	.150	1.000	.884	
		N	19	18	19	18	18	18	19	19	
*, Correlation is significant at the 0.05 level (2-tailed).											
**, Correlation is significant at the 0.01 level (2-tailed).											

Table 8 - Complete Question Correlation Matrix (Part 2)

Correlations															
			Leadership				Team Work				Commitment to Co-workers				
Questionnaire Section	Survey Question	Variable		unexait	unantis	succlead	ways	others	guilty	solvepro	teamenvi	undcowkr	persalts	connect	LoyaltyR
Section 1 General	Years at the organization	tenure	Pearson Correlation	.505*	.240	.832*	-.044	-.052	-.111	-.149	.061	-.514*	.165	-.060*	-.061
			Sig. (2-tailed)	.027	.323	.004	.858	.832	.050	.544	.804	.024	.500	.002	.804
			N	10	10	10	10	10	10	10	10	10	10	10	10
Questions from section 4 that could not be a combined variable	I feel this is an ethical organization to work for.	ethical	Pearson Correlation	-.369*	-.008	-.205	.530*	-.184	.482*	.539*	.258	.127	.539*	-.082	-.047
			Sig. (2-tailed)	.132	.788	.414	.021	.464	.043	.021	.304	.816	.021	.747	.854
			N	18	18	18	18	18	18	18	18	18	18	18	18
	I feel a strong sense of belonging to my organization.	belong	Pearson Correlation	-.338*	.152	.278	.369*	.185	.465*	.174	.568*	.283	.369*	.030	-.136
			Sig. (2-tailed)	.157	.535	.249	.120	.448	.045	.475	.011	.241	.120	.901	.578
			N	10	10	10	10	10	10	10	10	10	10	10	10
Section 4 Intent to Stay	Intent to Stay with the organization 3 Questions - remain in the north; I intent to stay in my current job.	Remain	Pearson Correlation	-.211	-.122	.005	.172	-.084	.517*	.065	.213	.349	.243	.117	-.013
			Sig. (2-tailed)	.401	.629	.983	.495	.739	.028	.797	.395	.155	.330	.844	.958
			N	18	18	18	18	18	18	18	18	18	18	18	18
Section 3 relating to job satisfaction	Improved Job Security	ImpJobSec	Pearson Correlation	.325	-.426*	-.268	-.307	-.393	.005	-.221	-.162	-.185	-.264	-.428	-.451
			Sig. (2-tailed)	.188	.076	.286	.216	.107	.986	.379	.520	.462	.290	.076	.061
			N	18	18	18	18	18	18	18	18	18	18	18	18
	Improved Job Recognition	ImpRecog	Pearson Correlation	-.107	-.330	-.488*	.192	-.261	.200	.337	-.235	-.166	-.002	-.108	-.354
			Sig. (2-tailed)	.672	.181	.040	.445	.206	.426	.171	.349	.511	.993	.870	.150
			N	18	18	18	18	18	18	18	18	18	18	18	18
	Improved Responsibility	ImpRespon	Pearson Correlation	.454	.271	.100	-.165	-.379	-.213	-.806**	.122	.042	-.330	-.055	0.000
			Sig. (2-tailed)	.051	.281	.885	.499	.110	.382	.008	.819	.864	.187	.824	1.000
			N	10	10	10	10	10	10	10	10	10	10	10	10
	Improved Co-worker relationship	ImpCoworkers	Pearson Correlation	.150	-.124	-.027	-.149	.305	.274	-.252	-.093	.477	-.406	.094	.036
			Sig. (2-tailed)	.541	.612	.913	.543	.205	.256	.299	.705	.039	.085	.703	.884
			N	10	10	10	10	10	10	10	10	10	10	10	10
2.1 Leadership	I feel better equipped to deal with unexpected work situations	unexait	Pearson Correlation	1	.304	-.315	-.501*	-.103	-.421	-.708**	-.109	-.225	-.294	-.488*	-.121
			Sig. (2-tailed)		.205	.188	.029	.875	.073	.001	.858	.354	.222	.035	.623
			N	10	10	10	10	10	10	10	10	10	10	10	10
	I feel better equipped to deal with unanticipated work situations	unantis	Pearson Correlation	.304	1	.179	-.023	.144	-.250	-.312	.312	-.017	.266	-.038	.329
			Sig. (2-tailed)	.205		.464	.928	.557	.303	.194	.194	.943	.271	.878	.169
			N	10	10	10	10	10	10	10	10	10	10	10	10
	I feel I can successfully lead a group of my co-workers in a project	succlead	Pearson Correlation	-.315	.179	1	.278	.036	.105	-.042	.455	.577**	.117	.456*	.427
			Sig. (2-tailed)	.188	.464		.252	.884	.669	.865	.051	.010	.633	.049	.068
			N	10	10	10	10	10	10	10	10	10	10	10	10
I look for ways to make things better for the people I lead.	ways	Pearson Correlation	-.501*	-.023	.278	1	.048	.411	.548**	.564*	.227	.472	.083	.215	
		Sig. (2-tailed)	.029	.928	.252		.848	.080	.003	.012	.350	.041	.737	.376	
		N	10	10	10	10	10	10	10	10	10	10	10	10	10
2.2 Team Work	I rely on my relationships with others rather than the organization to get things done.	others	Pearson Correlation	-.103	.144	.038	.048	1	.231	.199	.018	.153	-.104	-.071	.150
			Sig. (2-tailed)	.875	.557	.884	.848		.342	.414	.943	.533	.673	.773	.540
			N	10	10	10	10	10	10	10	10	10	10	10	10
	I would feel guilty if I was to let a team member down.	guilty	Pearson Correlation	-.421	-.250	.105	.411	.231	1	.581**	.465*	.445	.241	.062	.287
			Sig. (2-tailed)	.073	.303	.869	.080	.342		.009	.045	.056	.320	.801	.233
			N	10	10	10	10	10	10	10	10	10	10	10	10
	I find it rewarding when I can help a team member solve a problem.	solvepro	Pearson Correlation	-.708**	-.312	-.042	.848**	.199	.581**	1	.174	.092	.472	.083	.021
			Sig. (2-tailed)	.001	.194	.885	.003	.414	.009		.475	.707	.041	.737	.934
			N	10	10	10	10	10	10	10	10	10	10	10	10
I feel comfortable working in a team environment.	teamenvi	Pearson Correlation	-.109	.312	.455	.564*	.018	.495*	.174	1	.432	.369	.030	.295	
		Sig. (2-tailed)	.858	.194	.051	.012	.943	.045	.475		.065	.120	.901	.219	
		N	10	10	10	10	10	10	10	10	10	10	10	10	10
2.3 Commitment to Co-Workers	I am able to understand my co-workers better when we are in a team environment.	undcowkr	Pearson Correlation	-.225	-.017	.577**	.227	.153	.445	.092	.432	1	.092	.484*	.314
			Sig. (2-tailed)	.354	.943	.010	.350	.533	.056	.707	.065		.707	.045	.190
			N	10	10	10	10	10	10	10	10	10	10	10	10
	I find great personal satisfaction in helping other people become more successful.	persalts	Pearson Correlation	-.204	.266	.117	.472*	-.104	.241	.472	.369	.092	1	-.092	.021
			Sig. (2-tailed)	.222	.271	.633	.041	.673	.320	.041	.120	.707		.709	.934
			N	10	10	10	10	10	10	10	10	10	10	10	10
	I feel a connection with my co-workers.	connect	Pearson Correlation	-.488*	-.038	.456*	.083	-.071	.062	.083	.030	.464*	-.092	1	.163
			Sig. (2-tailed)	.035	.878	.049	.737	.773	.801	.737	.901	.045	.709		.506
			N	10	10	10	10	10	10	10	10	10	10	10	10
	I feel very little loyalty to my co-workers.	LoyaltyR	Pearson Correlation	-.121	.329	.427	.215	.150	.287	.021	.295	.314	.021	.163	1
			Sig. (2-tailed)	.623	.169	.068	.376	.540	.233	.934	.219	.190	.934	.506	
			N	10	10	10	10	10	10	10	10	10	10	10	10
	*. Correlation is significant at the 0.05 level (2-tailed).														
	**. Correlation is significant at the 0.01 level (2-tailed).														

4.2 Hypothesis 1

H₁: There is a positive correlation between the LDP's core elements (leadership, teamwork and commitment to co-workers) and job satisfaction.

Table 9 shows the variables used to determine if Hypothesis 1 is supported by the data, the correlation and significance of the variables between leadership core elements and job satisfaction variables. Out of the 48 possible variable relationships, only 8 are significant. This indicates a weak relationship between the leadership development core elements and job satisfaction.

There are three correlations between leadership and the employees' perceived significant improvement in job satisfaction variables; one that is negative and two that are positive. The positive relationship is between unexsit and ImpRespon ($r = .454, p = .051$) meaning as the participant feels better equipped to deal with unexpected work situations, they perceive improved responsibility in the workplace.

The strong negative correlations between leadership and the employees' perceived significant improvement in job satisfaction variables are unantiss and ImpJobSec ($r = -.426, p = .078$) indicating as unanticipated situations increase, improved job security decreases and; succlead and ImpRecog ($r = -.488, p = .040$) indicating as the participant feels they can successfully lead a co-worker group there is a decrease in improved recognition.

There is only one significant negative correlation between the teamwork core element and job satisfaction variable of solvpro and ImpRespon ($r = -.606, p = .006$). The negative relationship shows that participants are willing to help co-workers in the team environment; however, helping others comes at a cost to other responsibilities they have in the job. This relationship shows that the participants find it rewarding when they can help a team member solve a problem and look for ways to make things better for the people they lead. These results are consistent with team environments where an individual is essential for the whole team to function and perform.

There are four correlations between the commitment to co-workers core element and job satisfaction. The positive correlation is between undcowkr and ImpCoworkers ($r = .477, p = .039$). This relationship means that as the participant is able to understand their co-workers better in a team environment, their co-worker relationship improved.

There are three negative correlations in the commitment to co-workers and job satisfaction section. The relationship between persatis and ImpCoworkers ($r = -.406, p = .085$) shows as there is an increased connection with co-workers, they decreased improvement in co-worker relationship. The relationship between connect and ImpJobSec ($r = -.428, p = .076$) shows that as the connection with co-workers increased, the participants' job security decreased. The relationship between loyaltyR and ImpJobSec ($r = -.451, p = .061$) shows that as participants decrease feeling little loyalty to their co-workers, job security increased. This relationship is actually a reverse relationship; therefore, "I feel very

little loyalty to my co-workers” indicates as participants’ loyalty increases, there is an increase in improved job security.

The data for Hypothesis 1 showed there were some positive correlations between job satisfaction and the core elements of the LDP. As a result of the variables relationships (Table 9), it is determined the LDP core elements of leadership, teamwork and commitment to co-workers is weakly supported by the few correlations between the variables.

To understand why there are so few correlations, we need to examine the variables for job satisfaction. The job satisfaction variables were derived from the factor analysis, which combined similar questions to create four variables. The variables for job satisfaction are improved job security (ImpJobSec), improved recognition (ImpRecog), improved responsibility (ImpRespon), and improved co-workers relationship (ImpCoworkers).

The relationships between the leadership core element and the variables showed that as improved responsibility increases, participants feel better equipped to deal with unexpected work situations. Improved responsibility of employees allows them to become more involved in business activities, increasing their knowledge and ability to deal with unexpected situations. As employees learn to deal with unexpected situations, leadership skills and styles are developed to further influence other employees (Mosadeghrad & Ferdosi, 2013). Referring to Table 3, job security was based on six questions on working alone, routine, active, steady employment, secure future and supervisor back up. Employees who are able to solve problems feel they are productive workers; therefore contributing to a

positive work environment (Flowers & Hughes, 1973; Chen et al., 2006). The opposite effect occurs when employees are not prepared for the unexpected, giving them a perceived sense of reduced job security because they felt they under performed in their job.

The negative correlations signify that as the employees find it rewarding to help a team member solve a problem, it significantly reduces the improved responsibility factor and feeling better equipped to deal with unexpected work situations variable. Referring back to Table 3, the improved responsibility factor is derived from four questions related to doing different things at work, being responsible for others, their job security and the chance to be responsible for planning their work. It can be inferred from the results that the more an employee helps others solve problems, the more it takes away from their responsibilities and abilities to do their own core job duties and work. Employees only have a certain amount of time at work, and if they spend their day helping others, they unintentionally neglect their own work.

Table 9 – Job Satisfaction Variables Correlation to LDP Core Elements Variables

				Job Satisfaction Variables			
Questionnaire Section	Survey Question	Variable		ImpJobSec	ImpRecog	ImpRespon	ImpCoworkers
2.1 Leadership	I feel better equipped to deal with unexpected work situations	unexsit	Pearson Correlation	.325	-.107	.454	.150
			Sig. (2-tailed)	.188	.672	.051	.541
			N	18	18	19	19
	I feel better equipped to deal with unanticipated work situations	unantiss	Pearson Correlation	-.426	-.330	.271	-.124
			Sig. (2-tailed)	.078	.181	.261	.612
			N	18	18	19	19
	I feel I can successfully lead a group of my co-workers in a project	succlead	Pearson Correlation	-.266	-.488*	.100	-.027
			Sig. (2-tailed)	.286	.040	.685	.913
			N	18	18	19	19
	I look for ways to make things better for the people I lead.	ways	Pearson Correlation	-.307	.192	-.165	-.149
			Sig. (2-tailed)	.216	.445	.499	.543
			N	18	18	19	19
2.2 Team Work	I rely on my relationships with others rather than the organization to get things done.	others	Pearson Correlation	-.393	-.261	-.379	.305
			Sig. (2-tailed)	.107	.296	.110	.205
			N	18	18	19	19
	I would feel guilty if I was to let a team member down.	guilty	Pearson Correlation	.005	.200	-.213	.274
			Sig. (2-tailed)	.986	.426	.382	.256
			N	18	18	19	19
	I find it rewarding when I can help a team member solve a problem.	solvepro	Pearson Correlation	-.221	.337	-.606**	-.252
			Sig. (2-tailed)	.379	.171	.006	.299
			N	18	18	19	19
	I feel comfortable working in a team environment.	teamenvi	Pearson Correlation	-.162	-.235	.122	-.093
			Sig. (2-tailed)	.520	.349	.619	.705
			N	18	18	19	19
2.3 Commitment to Co-Workers	I am able to understand my co-workers better when we are in a team environment.	undcowkr	Pearson Correlation	-.185	-.166	.042	.477*
			Sig. (2-tailed)	.462	.511	.864	.039
			N	18	18	19	19
	I find great personal satisfaction in helping other people become more successful.	persatis	Pearson Correlation	-.264	-.002	-.330	-.406
			Sig. (2-tailed)	.290	.993	.167	.085
			N	18	18	19	19
	I feel a connection with my co-workers.	connect	Pearson Correlation	-.428	-.108	-.055	.094
			Sig. (2-tailed)	.076	.670	.824	.703
			N	18	18	19	19
	I feel very little loyalty to my co-workers.	LoyaltyR	Pearson Correlation	-.451	-.354	0.000	.036
			Sig. (2-tailed)	.061	.150	1.000	.884
			N	18	18	19	19
*. Correlation is significant at the 0.05 level (2-tailed).							
**. Correlation is significant at the 0.01 level (2-tailed).							

4.3 Hypothesis 2

H₂: There is a positive correlation between the leadership development program core elements (leadership, teamwork and commitment to co-workers) and intent to stay.

There was only one relationship out of a possible 12 variables between the teamwork element of the LDP and the intent to stay variable (Table 10): the variable guilty and remain ($r = .517, p = .028$). As participants' feeling of guilt increases because they could potentially let team members down, the likelihood that they would stay with the company also increases. Hence, with only one variable showing a relationship, it indicates a weak correlation for Hypothesis 2. There is a weak correlation between the LDP core elements and intent to stay variable. Hypothesis 2 is poorly supported due to the correlation of only one variable out of 12.

Table 10 – Intent to Stay Correlation to LDP Core Elements Variables

				Intent to Stay Variable
Questionnaire Section	Survey Question	Variable		Remain
2.1 Leadership	I feel better equipped to deal with unexpected work situations	unexsit	Pearson Correlation	-.211
			Sig. (2-tailed)	.401
			N	18
	I feel better equipped to deal with unanticipated work situations	unantiss	Pearson Correlation	-.122
			Sig. (2-tailed)	.629
			N	18
	I feel I can successfully lead a group of my co-workers in a project	succlead	Pearson Correlation	.005
			Sig. (2-tailed)	.983
			N	18
	I look for ways to make things better for the people I lead.	ways	Pearson Correlation	.172
			Sig. (2-tailed)	.495
			N	18
2.2 Team Work	I rely on my relationships with others rather than the organization to get things done.	others	Pearson Correlation	-.084
			Sig. (2-tailed)	.739
			N	18
	I would feel guilty if I was to let a team member down.	guilty	Pearson Correlation	.517*
			Sig. (2-tailed)	.028
			N	18
	I find it rewarding when I can help a team member solve a problem.	solvepro	Pearson Correlation	.065
			Sig. (2-tailed)	.797
			N	18
	I feel comfortable working in a team environment.	teamenvi	Pearson Correlation	.213
			Sig. (2-tailed)	.395
			N	18
2.3 Commitment to Co-Workers	I am able to understand my co-workers better when we are in a team environment.	undcowkr	Pearson Correlation	.349
			Sig. (2-tailed)	.155
			N	18
	I find great personal satisfaction in helping other people become more successful.	persatis	Pearson Correlation	.243
			Sig. (2-tailed)	.330
			N	18
	I feel a connection with my co-workers.	connect	Pearson Correlation	.117
			Sig. (2-tailed)	.644
			N	18
	I feel very little loyalty to my co-workers.	LoyaltyR	Pearson Correlation	-.013
			Sig. (2-tailed)	.958
			N	18
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

4.4 Hypothesis 3

H₃: There is a positive relationship between co-worker commitment and job satisfaction.

Out of the 12 relationships between co-worker commitment and job satisfaction, 4 relationships were significant, suggesting a weak support of Hypothesis 3 (Table 11). Three out of the 12 commitment to co-worker variables are negatively associated with improved job security and improved job recognition variables. The negative correlations are between co-worker commitment variables and job satisfaction variables ($r = -.428, p = .076$; $r = -.451, p = .061$; $r = -.406, p = .085$), indicating that as participants' perceived improved job satisfaction increases, they are less committed through connection and loyalty to their co-workers.

There is one positive correlation out of the 12 potential relationships between co-worker commitment and job satisfaction variables: Undcowkr and ImpCoworkers ($r = .477, p = .039$). This indicates that as participants increase their ability to understand their co-workers better in a team environment, they increase improved co-worker relationships.

Table 11 - Co-Worker Commitment Variables to Job Satisfaction Variables Correlation

2.3 Commitment to Co-Workers			Job Satisfaction				
	Survey Question	Variable		ImpJobSec	ImpRecog	ImpRecon	ImpCoworkers
	I am able to understand my co-workers better when we are in a team environment.	undcowkr	Pearson Correlation	-.185	-.166	.042	.477*
			Sig. (2-tailed)	.462	.511	.864	.039
			N	18	18	19	19
	I find great personal satisfaction in helping other people become more successful.	persatis	Pearson Correlation	-.264	-.002	-.330	-.406
			Sig. (2-tailed)	.290	.993	.167	.085
			N	18	18	19	19
	I feel a connection with my co-workers.	connect	Pearson Correlation	-.428	-.108	-.055	.094
			Sig. (2-tailed)	.076	.670	.824	.703
N			18	18	19	19	
I feel very little loyalty to my co-workers.	LoyaltyR	Pearson Correlation	-.451	-.354	0.000	.036	
		Sig. (2-tailed)	.061	.150	1.000	.884	
		N	18	18	19	19	

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

4.5 Hypothesis 4

H₄: There is a negative correlation between longer years of service at the organization and the leadership development program core elements.

There are 12 relationships between years of service and the LDP core elements. Four were significant relationships weakly supporting the hypothesis (Table 12). There were no correlations between years of service and the LDP element of teamwork.

There are 3 negative correlations between longer years of service and the LDP core elements variables in leadership and commitment to co-workers ($r = -.514, p = .024$; $r = -.660, p = .002$; $r = -.632, p = .004$). This indicates that with longer the years of service of an employee at the organization, there is a decrease in understanding co-workers in a team

environment, a decrease in the connection with co-workers, and a decrease in success of leading a group of co-workers.

There is one positive correlation between tenure and unexpected situations ($r = .505$, $p = .027$). This signifies that as the number of years at the organization increases, the participant is better equipped to deal with unexpected situations.

Table 12 - Years at Organization Correlation to LDP Core Elements Variables

				Years of Service
				Variable
Questionnaire Section	Survey Question	Variable		Tenure
2.1 Leadership	I feel better equipped to deal with unexpected work situations	unexsit	Pearson Correlation	.505*
			Sig. (2-tailed)	.027
			N	19
	I feel better equipped to deal with unanticipated work situations	unantiss	Pearson Correlation	.240
			Sig. (2-tailed)	.323
			N	19
	I feel I can successfully lead a group of my co-workers in a project	succlead	Pearson Correlation	-.632**
			Sig. (2-tailed)	.004
			N	19
	I look for ways to make things better for the people I lead.	ways	Pearson Correlation	-.044
			Sig. (2-tailed)	.858
			N	19
2.2 Team Work	I rely on my relationships with others rather than the organization to get things done.	others	Pearson Correlation	-.052
			Sig. (2-tailed)	.832
			N	19
	I would feel guilty if I was to let a team member down.	guilty	Pearson Correlation	-.111
			Sig. (2-tailed)	.650
			N	19
	I find it rewarding when I can help a team member solve a problem.	solvepro	Pearson Correlation	-.149
			Sig. (2-tailed)	.544
			N	19
	I feel comfortable working in a team environment.	teamenvi	Pearson Correlation	.061
			Sig. (2-tailed)	.804
			N	19
2.3 Commitment to Co-Workers	I am able to understand my co-workers better when we are in a team environment.	undcowkr	Pearson Correlation	-.514*
			Sig. (2-tailed)	.024
			N	19
	I find great personal satisfaction in helping other people become more successful.	persatis	Pearson Correlation	.165
			Sig. (2-tailed)	.500
			N	19
	I feel a connection with my co-workers.	connect	Pearson Correlation	-.660**
			Sig. (2-tailed)	.002
			N	19
	I feel very little loyalty to my co-workers.	LoyaltyR	Pearson Correlation	-.061
			Sig. (2-tailed)	.884
			N	19
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

4.6 Hypothesis 5

H₅: There is a positive correlation between co-worker commitment and intent to stay.

There was no correlation between co-worker commitment and intent to stay (Table 13). The relationships between the intent to stay variable and commitment to co-workers variables (undcowkr, persatis, connect, LoyaltyR) do not indicate any correlation to conclude any results ($p > .000$ and $p < .100$). Three questions and one reversed score question made up the remain variable.

Table 13 - Co-Worker Commitment and Intention to Stay Variable Correlation

				Intent to Stay Variable
	Survey Question	Variable		Remain
2.3 Commitment to Co-Workers	I am able to understand my co-workers better when we are in a team environment.	undcowkr	Pearson Correlation	.349
			Sig. (2-tailed)	.155
			N	18
	I find great personal satisfaction in helping other people become more successful.	persatis	Pearson Correlation	.243
			Sig. (2-tailed)	.330
			N	18
	I feel a connection with my co-workers.	connect	Pearson Correlation	.117
			Sig. (2-tailed)	.644
			N	18
	I feel very little loyalty to my co-workers.	LoyaltyR	Pearson Correlation	-.013
			Sig. (2-tailed)	.958
			N	18
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

4.6 Other Data Correlations

4.6.1 Intent to Stay, Belonging and Ethics

There were other data correlations from the survey that seemed important to review outside of the stated hypotheses (Table 14). The remain variable did have positive correlations with other variables, which shows intent to stay has strong significance to belong ($r = .494, p = .037$) and, ethical ($r = .466, p = .051$).

Table 14 – Belong and Ethics Variables and Intention to Stay Variable Correlation

	Survey Question	Variable		belong	ethical
Section 4 Intent to Stay	Intent to Stay with the organization (Questions - Intent to remain in the north; Intent to stay in my current job; Intend to remain in the current job)	Remain	Pearson Correlation	.585*	.494
			Sig. (2-tailed)	.011	.037
			N	18	18
*. Correlation is significant at the 0.05 level (2-tailed).					
**. Correlation is significant at the 0.01 level (2-tailed).					

4.6.2 Other Results

Table 15 shows a set of variables that displayed some interesting results: a higher number of correlations with certain LDP core elements (leadership, teamwork and commitment to co-workers), intent to stay and job security. Variables that showed the most number of correlations were guilty (8 correlations), ethical (7 correlations), succlead (6 correlations), ways (6 correlations) and solvepro (5 correlations). This indicates that the LDP core elements of certain leadership and teamwork variables relationship increases as the survey participants perceive an ethical organization, feeling guilty in letting team members

down, increased abilities to solve problems and ways to make this better for the people they lead.

This set of results data was selected to show there were certain elements of the LDP that displayed slightly stronger results than any of the other variables. For example, the results show that guilt plays a role in how participants related to the LDP's core elements. The statement for guilt is "I would feel guilty if I was to let a team member down." Out of the 8 correlations, 7 were positive, suggesting guilt plays a role in whether or not the individual feels a strong sense of belonging, intends to stay at the organization, finds it rewarding to help co-workers or looks for ways to make things better for the people they lead.

Table 15 – Other Variables Correlations

Questionnaire Section	Survey Question	Variable		Leadership Variable			Team Work Variable	
				ethical	succlead	ways	guilty	solvepro
Section 1 General	Years at the organization	tenure	Pearson Correlation	.124	.832*	-.044	-.111	-.149
			Sig. (2-tailed)	.623	.004	.858	.650	.544
			N	18	19	19	19	19
Questions from section 4 that could not be a combined variable	I feel this is an ethical organization to work for.	ethical	Pearson Correlation	1	-.205	.539*	.482*	.539*
			Sig. (2-tailed)		.414	.021	.043	.021
			N	18	18	18	18	18
	I feel a strong sense of belonging to my organization.	belong	Pearson Correlation	.486	.278	.369	.465*	.174
			Sig. (2-tailed)	.051	.249	.120	.045	.475
			N	18	19	19	19	19
Section 4 Intent to Stay	Intent to Stay with the organization 3 Questions - remain in the north; I intent to stay in my current job.	Remain	Pearson Correlation	.585*	.005	.172	.517*	.065
			Sig. (2-tailed)	.011	.983	.485	.028	.797
			N	18	18	18	18	18
Section 3 relating to job satisfaction	Improved Job Security	ImpJobSec	Pearson Correlation	.097	-.266	-.307	.005	-.221
			Sig. (2-tailed)	.710	.286	.216	.986	.379
			N	17	18	18	18	18
	Improved Job Recognition	ImpRecog	Pearson Correlation	.876**	-.488*	.192	.200	.337
			Sig. (2-tailed)	.003	.040	.445	.426	.171
			N	17	18	18	18	18
	Improved Responsibility	ImpRespon	Pearson Correlation	.027	.100	-.185	-.213	-.608*
			Sig. (2-tailed)	.916	.685	.499	.382	.006
			N	18	19	19	19	19
	Improved Co-worker relationship	ImpCoworkers	Pearson Correlation	.098	-.027	-.149	.274	-.252
			Sig. (2-tailed)	.703	.913	.543	.256	.299
			N	18	19	19	19	19
2.1 Leadership	I feel better equipped to deal with unexpected work situations	unexsit	Pearson Correlation	-.369	-.315	-.501*	-.421*	-.708*
			Sig. (2-tailed)	.132	.188	.029	.073	.001
			N	18	19	19	19	19
	I feel better equipped to deal with unanticipated work situations	unantiss	Pearson Correlation	-.068	.179	-.023	-.250	-.312
			Sig. (2-tailed)	.788	.484	.926	.303	.194
			N	18	19	19	19	19
	I feel I can successfully lead a group of my co-workers in a project	succlead	Pearson Correlation	-.205	1	.278	.105	-.042
			Sig. (2-tailed)	.414		.252	.669	.865
			N	18	19	19	19	19
2.2 Team Work	I look for ways to make things better for the people I lead.	ways	Pearson Correlation	.539*	.276	1	.411	.646*
			Sig. (2-tailed)	.021	.252		.060	.003
			N	18	19	19	19	19
	I rely on my relationships with others rather than the organization to get things done.	others	Pearson Correlation	-.184	.036	.048	.231	.199
			Sig. (2-tailed)	.464	.884	.848	.342	.414
			N	18	19	19	19	19
	I would feel guilty if I was to let a team member down.	guilty	Pearson Correlation	.482*	.105	.411	1	.581**
			Sig. (2-tailed)	.043	.669	.080		.009
			N	18	19	19	19	19
2.3 Commitment to Co-Workers	I find it rewarding when I can help a team member solve a problem.	solvepro	Pearson Correlation	.539*	-.042	.646**	.581**	1
			Sig. (2-tailed)	.021	.865	.003	.009	
			N	18	19	19	19	19
	I feel comfortable working in a team environment.	teamanu	Pearson Correlation	.258	.455	.584*	.485*	.174
			Sig. (2-tailed)	.304	.051	.012	.045	.475
			N	18	19	19	19	19
	I am able to understand my co-workers better when we are in a team environment.	undcowkr	Pearson Correlation	.127	.577*	.227	.445	.092
			Sig. (2-tailed)	.616	.010	.350	.056	.707
			N	18	19	19	19	19
2.3 Commitment to Co-Workers	I find great personal satisfaction in helping other people become more successful.	persatis	Pearson Correlation	.539*	.117	.472*	.241	.472*
			Sig. (2-tailed)	.021	.833	.041	.320	.041
			N	18	19	19	19	19
	I feel a connection with my co-workers.	connect	Pearson Correlation	-.082	.456*	.083	.062	.083
			Sig. (2-tailed)	.747	.049	.737	.801	.737
			N	18	19	19	19	19
	I feel very little loyalty to my co-workers.	LoyaltyRt	Pearson Correlation	-.047	.427	.215	.287	.021
			Sig. (2-tailed)	.854	.068	.376	.233	.934
			N	18	19	19	19	19

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

4.7 Survey Comments

The analysis of the comments reveals participants are receptive to the self-improvement and better work environment aspects of the LDP, but are looking for more opportunities to continue to develop (Table 16).

Table 16 - Survey Comments Summary

Summary of Survey Comments
<ul style="list-style-type: none">• The program has been valuable to bring workers in the organization together, to understand each other's needs and to build a better team environment. The program is about working as a team, being accountable to each other and developing the full potential of each individual in the organization.
<ul style="list-style-type: none">• The most valuable piece of the leadership program in my opinion is the opportunity for building personal relationships through the "advance" type activities.
<ul style="list-style-type: none">• I have had the opportunity to participate in a couple programs. That we address it in my mind means we are progressive. I feel that the atmosphere in the workplace is the responsibility of the leadership team. I feel it is vital we are of the same understanding of our corporate goals.
<ul style="list-style-type: none">• Looking forward to the next LDP challenge.
<ul style="list-style-type: none">• The leadership program has allowed me to try new things in the organization. It has also has helped me become a more confident person. As a self-improvement tool it is great.
<ul style="list-style-type: none">• I feel this program is an excellent way to enable employees to understand that leadership is based on trust and respect. Building personal relationships with co-workers provides a foundation for that trust and respect. When a company invests in the personal / professional development of its employees through programs like these, it creates a sense of loyalty towards the employers and goes a long way to facilitate employee retention. It also facilitates openness to change and increases the company's ability to adapt to changing external and internal environments.
<ul style="list-style-type: none">• I believe that the leadership program has brought about an awareness of who and what I am all about. It challenges me to do what I can to make a situation or issue better for my co-workers and for myself, without regret.
<ul style="list-style-type: none">• I would like to do more things that relate to my job. I feel like the assignments do not relate to my job. I realize the speaking portions are good practice, but I would like more work related assignments. The ethical decision, even though it was work related, it was more for someone in HR or a manager position, neither of which I ever want to be.
<ul style="list-style-type: none">• I like the opportunity the leadership program gives to work with people outside of your general working group and get to know them.
<ul style="list-style-type: none">• I like the open and honest approach the Sr. management makes it makes us employees feel safe. Also the attitude of changing culture is strong and everyone is in it for the long haul to be successful.

“‘Failing forward’ is the ability to get back up after you’ve been knocked down, learn from your mistake, and move forward in a better direction.” – John Maxwell

Chapter 5

5.0 Discussion

5.1 Hypotheses Review

5.1.1 Hypothesis 1

The results do not support Hypothesis 1 which is correlations between the leadership core elements and job satisfaction. This means the LDP has currently not achieved the goals of the program in relation to job satisfaction. However, it should be recognized that job satisfaction can be influenced by many external and non-work related factors such as family, relationships and past experiences or lack of experience for example.

There are three negative correlations between commitment to co-workers and job satisfaction variables. These negative correlations should be the opposite relationship, according to what was determined in other studies (Foon et al., 2010; Torka & Schyns, 2010; Clinebell et al., 2013). The literature explains these relationships should be positively correlated because employees’ connections and loyalty should increase as a result of successfully leading a group of co-workers; helping to solve problems for a team member; improving co-worker relationships, and understanding their co-workers better in a team environment. The negative results are more consistent with the lack of experience working in a team environment, reduced trust levels among employees and increased self-interests

(Tan & Lim, 2009; Kelloway et al., 2012; Associates and Human Capital Institute, 2013).

The increased self-interests could be related to the fact that individuals have roles and core duties in the organization they still have to perform, regardless of whether or not they help co-workers. This does reveal an interesting point about the participants in that they are relatively still reserved in working as a team. Furthermore, to effectively work in a true team performance model, Tallman (2012) suggests that process factors such as development, norms, roles, cohesion and trust all have to be functional in the team environment to have the desired unified performance.

5.1.2 Hypothesis 2

The lack of support for the hypothesis can be examined by looking at the intent to stay variable (remain) which is made up of four questions: I intend to remain in Northern B.C., I would prefer a job somewhere other than Northern B.C., I would prefer a job other than the one I am currently doing (reversed scored), and I intend to remain in the job I am currently doing. The intent to stay questions was preceded by an overview statement where the participant had to indicate their own personal feelings about their job by selecting how much they agreed with each question. Intent to stay can be influenced by many external factors that are not captured in the current set of questions. In this case, a different selection of questions could better determine if intent to stay was based on a particular city or location. Furthermore, the questions would not lead you to perceive that the LDP core elements have anything to do with why the participant would stay in their current job position. The intent to stay variable has the opportunity for improvement in any future research on this subject.

5.1.3 Hypothesis 3

As a result of Table 11, it is determined that the LDP core element of commitment to co-workers is poorly supported by one of the eight variable relationships. There are relatively few variables of significance for Hypothesis 3. This is perplexing as literature concludes that this should be the opposite relationship, or at least that there should be more correlations between the variables (Torka & Schyns, 2010; Clinebell et al., 2013). The literature indicates that the ability to understand co-workers in a team environment does increase improved co-worker and organizational commitment, leading to a positive job satisfaction relationship (Foon et al. 2010). Although, the negative or lack of results can be the difference between self-interest in the individual's job motivations and actual team environment settings in the workplace. Peer relationships are strongly influenced by the effectiveness of team characteristics (e.g. adaptability, team leadership, mutual performance monitoring) and if they are not present in the work environment, there are no tools to facilitate commitment to co-workers, which ultimately leads to teamwork (Baker et al., 2006; Sias, 2008).

The results show the LDP has not achieved a significant positive relationship between commitment to co-workers and job satisfaction. It is important to remember the factor analysis completed on the job satisfaction variables (Table 3). The improved co-worker relationship factor was the recapitulation of 3 questions: the spirit of cooperation among co-workers, the friendliness of co-workers, and the chance to develop close friendships with co-workers. Furthermore, analysis of the job security and co-worker relationship shows that the ability to connect with co-workers occurs when there is trust between the two parties (Tan &

Lim, 2009). The Interaction Associates and Human Capital Institute (2013) states trust as “the willingness to put oneself at risk based on another individual’s actions.” The results suggest there is little trust between some employees, reducing the correlations between commitment to co-workers and job satisfaction. It can be concluded at this time that Hypothesis 3 is weakly supported due to only one positive correlation in the results. This does not necessarily mean that the LDP is not effective, as these processes can take years to evolve and take effect (Brown & Reich, 1997). Expanding to a larger population within the company could reveal a different result.

5.1.4 Hypothesis 4

There were a few negative correlations between longer years of service and the LDP elements; therefore, the hypothesis is poorly supported. The lack of correlations between years of service and the teamwork core element suggests that the participants have not experienced teamwork in the organization. The few correlations that are present show that low tenure employees would perceive greater improvement from the program than higher tenure employees, and benefits a few variables in leadership (better equipped to deal with unexpected work situations and successfully lead a group of co-workers) and commitment to co-workers (ability to understand co-workers and feel a connection with co-workers) but none in the teamwork element (Taylor et al., 1996).

To appreciate the few correlations in the results, we must examine why training in early years of an employee’s tenure is important. The results of highly developmental and task-oriented managerial assignments allow workers to develop skills in the earlier stages of

their tenure (Wholey, 1990; Brown & Reich, 1997; Dragoni, Tesluk & Oh, 2009). At the early stages of tenure, training increases skill levels and prepares participants for successfully leading a group of co-workers, working in a team environment and a connection with co-workers. As tenure increases, there is less impact from developmental training as employees are more likely to be on the higher skill level than a younger tenured employee (Kokemuller, 2014). At the miniscule level, the results (Table 12) for Hypothesis 4 suggest that as years at the organization increase, there are a few variables that negatively correlate with the LDP core elements' variables. However, the overall results poorly support Hypothesis 4.

5.1.5 Hypothesis 5

There was no significant negative or positive correlation between co-worker commitment and intent to stay. Hypothesis 5 is not supported by the results. The lack of support from the results is actually consistent with some of the literature. The lack of commitment to co-workers and the intention to stay can be related to agency theory and the disconnection participants have when it's the "what's in for me" mentality and making choices that are only really beneficial to one party (Eisenhardt, 1989). What's good for one individual may not be the case for another individual (Muratbekova-Touron, 2009; Useem, 2010). If employees are committed to their co-workers then ultimately they are committed to the organization (Torka & Schyns, 2010). In this case, there is no correlation between co-worker commitment and intent to stay. This means there are probably underlying issues relating to negative levels of job stress and negatively related to turnover intention (Foon et al., 2010).

The lack of support for this hypothesis can be explained by the fact that the participants are still learning how to commit to co-workers as this is a relatively new process to them. To further understand why there is lack of correlations, we must consider each of the variables and what each was asking the participants to rate. The first variable is “I am able to understand my co-workers better when we are in a team environment.” The team environment may not exist in the work place; therefore the participant is not able to relate to the question. The second variable is “I find great personal satisfaction in helping other people become more successful.” Here the participant may not want to help others if it means they are more successful than them; it supports agency theory (Eisenhardt, 1989). The third variable is “I feel a connection with my co-workers” which will not exist if the first two variables do not have a correlations. Finally the fourth variable is “I feel very little loyalty to my co-workers.” This is a reversed question to ensure that if the other 3 variables do have correlations, then this variable would also have a correlation.

5.2 Other Data Review

5.2.1 Intent to Stay, Belonging and Ethics

A set of variables used to determine ethical and belonging perceptions were not originally part of any of the hypotheses; however, they did reveal interesting results. The statements asked of participants were “I feel this is an ethical organization to work for” and “I feel a strong sense of belonging to my organization.” The resulting relationships between variables belong and ethical are consistent with Kelloway et al. (2012) in the positive correlation with employee well-being and ultimately employee satisfaction and intention to

stay formed on the basis of trust of the employer/organization. The results are consistent with Toor and Ofori, (2009) and Valentine et al., (2011) that the ethical behaviour of an organization provides strong intentions to stay and improved job satisfaction. Employees who perceive their organization to be ethical provide good implications for the firm as the participants have a higher likelihood of intentions to stay, improved responsibility in the workplace and generally improved job satisfaction (Toor & Ofori, 2009; Valentine et al., 2011). The organization's current culture and vision statement is a good way to reinforce the right behaviours to continue to build employee retention and job satisfaction.

5.2.2 Other Data Results

There were some additional insights that some of the data revealed about why individuals are willing to help others. The results from this section of the data suggested that guilt plays a role in sense of belonging, intentions to stay in the organization, rewarding to help co-workers or looking for ways to make things better for the people they lead. The altruism level of the individual plays a large part in how they determine if they will help co-workers. This result is not consistent with the literature which outlines that self-interests play a part in job satisfaction and intent to stay (Tan & Lim, 2009; Kelloway et al., 2012; Associates and Human Capital Institute, 2013).

5.2.3 Survey Comments

The compilation of survey comments also revealed noteworthy insights into the participants' perceptions of the LDP. Participants seem to be energized by the option to participate in an organization-funded initiative such as the LDP (Schultz, 1971). This is

consistent with Kouzes and Posner (2009) who describe how inspiring a shared vision leads to challenging the process. The comments also reveal that experiential learning is an effective tool of the LDP (Branda, 1990; Peterson, 2004; Brown et al., 2011). As individuals we can only focus on a few tasks at a time; self-improvement must be a timely progression to achieve all the variables in the survey. There is still a sense of hesitance, in that the work of the LDP is not complete and further training needs to continue to build off the base of the initial work. The impact of transformational LDP takes time and is defined through each firm's vision, mission and goal setting (Eden, Avolio & Shamir, 2002; Useem, 2010; Peterson, 2012).

“Leadership and learning are indispensable to each other.” - John Fitzgerald Kennedy

Chapter 6

6.0 Conclusion

6.1 Opportunities for Enhancement

This particular LDP has shown there are opportunities for it to be effective with the organization. A few significant correlations between the core program elements, job satisfaction and intent to stay, show where this program is currently effective. However, there are many variables where there were no correlations, which can be areas of improvement for the program. Horwitz (2011) affirms that in order for an organization to truly be committed to a LDP, it must also keep the channels open for continual improvement to the program. It is not realistic to try to achieve every element and every variable outlined in this research to improve the program. Needs assessments can help employees and the employer outline what are important components of the training and whether they align with the values of the organization. If employees do not see the value in any particular training, then they are more likely not to participate to their full capacities. Having employees input into the program's development will also give them a sense of ownership and a stronger desire to fully participate. Regular monitoring and needs assessments should be conducted to facilitate adjustments and help align the program with the organization's strategies and goals as well as fulfil the needs of the employees.

Another area for potential improvement is to set clear goals and articulation of them to the program participants and management. Due to the lack of evidence in many of the variables, this suggests participants are still unsure what the LDP is support to do. Much like the idea of a vision or mission statement of an organization, a written and understood message allows participants to physically see what it is they are striving for. If management is able to clarify the expectations and the goals of the program, there may be improvements in the results of any future surveys. If there were any mixed messages during the initiation of the LDP, there could be unclear goals and objectives that are misleading participants down a different path or intention. Once goals are clearly defined, continual reinforcement of the goals will also allow participants to set their own personal goals to align with the program.

6.2 Study Limitations

The biggest limitation of this study was the population size was based only on the Canadian Operations of the company and the salaried employees. The small sample size may have led to the “Hawthorne Effect” on the participants as they were keenly aware of the research; therefore, they could have answered questions differently giving unintentional different results (Macefield, 2007). A survey of the larger population would give further constructive analysis on whether the program is effective across the organization and reduce the impacts of perceived requirements of the research. There is the potential for over 1,400 employees within the affiliated company in the United States to participate in further studies of the LDP. The program is available for anyone in the organization willing to commit to it and accept the challenge; however, there are many employees who choose not to participate

in the program but are affected by the leadership developed through interactions with participants of the program. The impact of the LDP was not confirmed for direct subordinates of the participating employees and should be an area that is further tested (Eden et al., 2002).

Another limitation is the survey questions themselves as they are dependent on the hypotheses and based on the goals of the organization. In this case, there were three main elements of the program: teamwork, commitment to the team and leadership. In other organizations the goals will most likely be different. The length of the survey also posed limitations at just 10 to 15 minutes to complete. A more detailed set of survey questions could result in stronger correlations to test the current hypotheses or develop new hypotheses to test other areas of interest. Longer surveys could potentially also have fewer surveys completed as they do take more time to complete.

This survey did not test any work environments and their effects on participants' perceptions of job satisfaction and intent to stay. The environment of the workplace can be a factor of influence on the perception of the employees. For example, the employee that works in the manufacturing facility versus the employee that works in the office environment.

6.3 Further Research Areas

Military style leadership program can be a topic for further research pertaining to initiating LDPs in businesses and industries. Much of the current research shows there is a

positive correlation between good leaders and their followers in the military. Furthermore, is there a contextual difference between a U.S. based military programs in Canadian Operations the right training tool? There is limited evidence of this style of leadership program being effective, and to what degree it is effective. Some organizations have adopted this practice because there is a perceived belief that there are positive results. The study could further been extended to companies with similar military style LDPs. Expanding the sample size to other organizations with similar programs, there is the ability for analysis throughout industry sectors, types of jobs or education levels (Weiss et al. 1967).

This survey research focused on the “perceived” LDP value for just the salaried employees of one division of a firm and not an actual value statement of the program. Further research should be conducted on the correlation between the LDP and corporate values guiding conduct (i.e. Ethics, people, safety, candor, innovation, and execution), strategies and goals of the organization. The question of why leadership programs are even initiated is posed as a value statement from corporate governance. What value is the program providing to the employees and the organization? Is the program effective at striving to help leaders meet the mission and vision of the company? Is it worth the firm’s time, efforts and funds to support such programs?

A qualitative survey is another option for a future study. Due to the smaller population size, this is a better form of gaging and assessing this type of program’s goals and achievements. A set of broad based questions should be developed to solely focus on the achievements of the core elements and not connect them to job satisfaction and intent to stay.

There are many potential external factors (e.g. family, relationships, weather) than can effective these two variables. It would require a fairly specific detailed survey to uncover all the reasons for job satisfaction or intent to stay.

The use of the results provided through this study can help future improvements with the LDP. For example, if 45% of participants feel that the program will lead to them being a successful leader, then how does the organization improve on that percentage? If increased years of tenure have less of an effect from the LDP, then how does the organization help facilitate the improvement on the effect of the program on their senior staff? If there is no success in the core elements of the program, then how does the program need to be altered or changed to meet the intent of them? Further research should be completed on the rest of the organization's population that participates in the LDP. This will increase the population size and add depth to the results. The results will then depict a better representation of the firm's population and their perceived value of the program.

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APPENDIX 1 – Consent Form and Information Letter

Consent Form and Information Letter to Survey Participants

You are invited to participate in a research study of the Company's Leadership Development Program (LDP). The questionnaire will take you 10-15 minutes to complete. Please complete all sections of the questionnaire.

Purpose

This survey is to research the Company's LDP. The survey will help the researcher:

- examine the Company's leadership development and training program;
- measure the success of the program through achievement of the elements of the program, job satisfaction and the intent to stay in the job and;
- map out the relationships between the program, the outcomes of increased teamwork, commitment to co-workers, and leadership, plus job satisfaction and the intent to stay

Potential Benefits of the Study

We think taking part in this study will help in understanding if the LDP is a success through meeting the elements of the program. It will be beneficial to learn how this style of LDP is a positive outcome for the employees in the organization.

Potential Risks of the Study

There are no physical risks to completing this survey. We do not think taking part in this study will harm you or be bad for you in any way. There is no risk you will be linked to your survey results in any way. Anonymity and confidentiality is important to remove the psychological/emotional risks and social risks to participants as individuals of a community. Some questions asked may seem personal.

How Respondents were Chosen

Being part of the Canadian Operations of the Company where the program is currently active, all salaried staff were included in the survey community.

Voluntary Survey

Participation in this research project is voluntary. You have the right to say no. You may change your mind at any time during the survey process and withdraw. Once you have clicked on the "Submit" button at the end of the survey, your answers will be used in the data and results compilation.

Anonymity and Confidentiality

Once you have completed the survey and clicked on the submit button at the end, you have finalized your consent in your participation in the survey. Your individual survey results will be analysed with other survey participants. Survey results will be collected **anonymously** and will only be accessible to the Researcher and the Research Project Supervisor at the University of Northern British Columbia. You will not be asked to provide your name or any contact information. The results of the survey will be emailed out to the participant community once the project is completed in the spring of 2014.

Information Storage

Survey data and results will be stored on the password protected personal residence computer of the Researcher. After the surveys are collected and the results computed from all participant responses, the surveys will be given to the Project Supervisor to keep in a locked, secure location on the UNBC campus; the Researcher will destroy the individual surveys once the data is analyzed and the final report completed.

Contact Information

If you have concerns or questions about this study, please contact the Researcher:

Daniella Oake
PO Box 1216
Burns Lake, BC V0J1E0
oake@unbc.ca
250-691-1271

For more information on Canadian Research Ethics, please visit the following site:
<http://www.pre.ethics.gc.ca/eng/index/>.

Any complaints about the project should be directed to the Office of Research at the University of Northern British Columbia (reb@unbc.ca or 250-960-6735).

By clicking on the button below, you have voluntarily agreed to participate in this online survey.

<http://surveys.unbc.ca/index.php?sid=72197&lang=en>

APPENDIX 2 – Questionnaire

Online Questionnaire – Leadership Development Program

Introduction

This email is to invite you to participate in a study that will examine the company's Leadership Development Program. It will take you approximately 10-15 minutes to complete the questionnaire. Please answer every item.

When the data is summarized and the report is completed, the results of the research will be sent to all participants.

Confidentiality

Daniella Oake, MBA Student, and Rick Tallman, Faculty Supervisor, will have access to your responses. Your individual results will remain anonymous and will be kept confidential. You are not required to provide your name or contact information at any point during the survey.

Instructions and considerations before starting the questions:

The purpose of this online questionnaire is to:

- examine the Company's leadership development and training program
- measure the success of the program through achievement of the elements of the program, job satisfaction and the intent to stay in the job
- map out the relationships between the program, the outcomes of increased teamwork, commitment to co-workers, leadership, job satisfaction and the intent to stay

On the following questionnaire, you will find statements to which you are to select an answer.

- Read each statement carefully.
- Decide how you feel about the aspect of your job described by the statement in relation to the LDP. Do this for all statements.
- Be frank and honest. Give a true picture of your feelings about the LDP.

QUESTIONNAIRE

Section 1 - General questions:

1.1) Age

- 18-25
- 26-35
- 36-45
- 46-55
- 56-65
- 66+

1.2) Gender

- Male
- Female
- Other

1.3) Years at organization

- Less than 1 year
- 1-5
- 6-10
- 11-20
- 21-30
- 31+

1.4) Education Level

- Some High School
- High School Education
- Some Post-Secondary Education
- Post-Secondary Diploma
- Post-Secondary Degree
- Graduate Degree
- Apprenticeship/Trade certificate or diploma
- Other

Section 2 - Core Elements of the Leadership Program

As a result of the leadership program :

2.1) Leadership

- 2.1.1. I feel better equipped to deal with unexpected work situations.
- 2.1.2. I feel better equipped to deal with unanticipated work issues.
- 2.1.3. I feel I can successfully lead a group of my co-workers in a project.

- 2.1.4. I look for ways to make things better for the people I lead.

2.2) Teamwork

- 2.2.1. I rely on my relationships with others rather than the organization to get things done.
- 2.2.2. I would feel guilty if I was to let a team member down.
- 2.2.3. I find it rewarding when I can help a team member solve a problem.
- 2.2.4. I feel comfortable working in a team environment.

2.3) Commitment to Co-workers

- 2.3.1. I am able to understand my co-workers better when we are in a team environment.
- 2.3.2. I find great personal satisfaction in helping other people become more successful.
- 2.3.3. I feel a connection with my co-workers.
- 2.3.4. I feel very little loyalty to my co-workers.

Section 3 - Scales of Job Satisfaction

For section 3 :

- Each of the statements below is something that a person might say about his/her job.
- You are to indicate your own personal feels and perception of the change that has come about because of the LDP
- Select a number on how much you agree with each of the statements
- Select the number beside each statement which best describes your feelings
 1. - Strongly Disagree
 2. - Disagree
 3. - Neither Disagree nor Agree
 4. - Agree
 5. - Strongly Agree

As a result of the leadership program, I have experienced a significant improvement in:

- The spirit of cooperation among my co-workers.
- The way I am noticed when I do a good job.
- The chance to be responsible for planning my work.
- My job security.
- The way my supervisor and I understand each other.
- The technical "know-how" of my supervisor.
- The chance to work alone on the job.

- The change to develop close friendships with my co-workers.
- The way I get full credit for the work I do.
- The change to make decisions on my own.
- The way my job provides for a secure future.
- The way my boss handles his/her employees.
- The chance to do different things from time to time.
- The friendliness of my co-workers.
- The recognition I get for the work I do.
- The chance to be responsible for the work of others.
- The way my job provides for steady employment.
- The way my boss backs up his/her employee (with top management).
- The routine in my work.
- The chance to be active much of the time.

Section 4 – Intent to Stay

For section 4:

- Each of the statements below is something that a person might say about his/her job.
- I am interested in how you personally feel about your job.
- Please indicate your own personal feelings about your job by marking how much you agree with each of the statements.
- Select the number beside each statement which best describes your feelings.
 1. - Strongly Disagree
 2. - Disagree
 3. - Neither Disagree nor Agree
 4. - Agree
 5. - Strongly Agree
- I intend to remain in Northern B.C.
- I feel this is an ethical organization to work for.
- I would prefer a job other than in northern B.C.
- I feel a strong sense of belonging to my organization.
- I would prefer a job other than the one I am currently doing.
- I intend to remain in the job I am currently doing.

Section 5 – Other Comments

- Please state any other comments you would like to share about the Leadership Development Program.

Thank you for participating.

“Submit”

APPENDIX 3 – 5 Point Scale and Scales Questions

Response Choice	Scoring Weight
Very Dissatisfied (VDS)	1
Dissatisfied (DS)	2
Neither (N)	3
Satisfied (S)	4
Very Satisfied (VS)	5

Scale	Items				
Ability utilization	7	27	47	67	87
Achievement	19	39	59	79	99
Activity	20	40	60	80	100
Advancement	14	34	54	74	94
Authority	6	26	46	66	86
Company policies and practices	9	29	49	69	89
Compensation	12	32	52	72	92
Co-workers	16	36	56	76	96
Creativity	2	22	42	62	82
Independence	4	24	44	64	84
Moral values	3	23	43	63	83
Recognition	18	38	58	78	98
Responsibility	17	37	57	77	97
Security	11	31	51	71	91
Social service	1	21	41	61	81
Social status	8	28	48	68	88
Supervision—human relations	10	30	50	70	90
Supervision—technical	15	35	55	75	95
Variety	5	25	45	65	85
Working conditions	13	33	53	73	93

(Weiss et al., 1967)